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Affective factors in mathematics learning: Comments on a paper by Neale and a plan for research. 1: 251–55, Nov. 1970.
Research in mathematics education: The role of theory and of aptitude-treatment-interaction. 1: 19–28, Jan. 1970.

NUMBER CONCEPTS AND SYSTEMS

Comparison of teacher-written and empirically derived distractors to multiple-choice test questions. 2: 299–303, Nov. 1971.
The Comprehensive Mathematics Inventory: An experimental instrument for assessing the mathematical competencies of children entering school. 1: 180–86, May 1970.
Differential performance of first-grade children when solving arithmetic addition problems. 1: 144–61, May 1970.
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The effects of studying decimal and nondecimal numeration systems on mathematical understanding, retention, and transfer. 1: 162–72, May 1970.
The feasibility of inducing number conservation through training on reversibility. 1: 134–43, May 1970.
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Behavioral objectives and flexible grouping in seventh-grade mathematics. 1: 207–17, Nov. 1970.
Learning hierarchies—numerical considerations. 2: 244–56, Nov. 1971.
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The feasibility of inducing number conservation through training on reversibility. 1: 134–43, May 1970.
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Problem-solving performances of first-grade children. 2: 50–64, Jan. 1971.
A theory of mathematical knowledge: Can rules account for creative behavior? 2: 183–96, May 1971.

PROGRAMMED INSTRUCTION

On scrambling instructional stimuli. 1: 233–40, Nov. 1970.
The relative effectiveness of four strategies for teaching mathematical concepts. 1: 69–75, Mar. 1970.
Teacher expectancy and mathematics achievement. 1: 88–94, Mar. 1970.

PROOFS AND LOGIC

Testing students ability to do geometric proofs: A comparison of three objective item types. 2: 213–17, May 1971
A theory of mathematical knowledge: Can rules account for creative behavior? 2: 183–96, May 1971.

RESEARCH CRITIQUES

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The relevance of the study to teacher-education programs. 2: 124–29, Mar. 1971.
A reply to Romberg, Montgomery, and Peaker. 2: 238–40, May 1971.
Some considerations of the findings. 2: 135–42, Mar. 1971.
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Affective factors in mathematics learning: Comments on a paper by Neale and a plan for research. 1: 251–55, Nov. 1970.
Call for research manuscripts, including general guidelines. 1: 61–62, Jan. 1970.
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An efficiency reanalysis of the results. 2: 143–56, Mar. 1971.
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Research in mathematics education: The role of theory and of aptitude-treatment-interaction. 1: 19–28, Jan. 1970.
A technique for studying concept formation in mathematics. 2: 12–22, Jan. 1971.

RESEARCH REVIEWS

International Association for the Evaluation of Educational Achievement (IEA)—the mathematics study. 2: 69–103, Mar. 1971.
Manipulative activity in mathematics learning. 2: 228–33, May 1971.
Research on mathematics education (K–12) reported in 1970. 2: 257–98, Nov. 1971.
Verbal factors and mathematics learning: A review of research. 2: 304–13, Nov. 1971.

RETENTION

The effect of activity-oriented instruction upon original learning, transfer, and retention. 2: 207–12, May 1971.
The effects of studying decimal and nondecimal numeration systems on mathematical understanding, retention, and transfer. 1: 162–72, May 1970.

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SECONDARY SCHOOL MATHEMATICS
Attitude changes in a mathematics laboratory utilizing a mathematics-through-science approach. 1: 43–56, Jan. 1970.
Behavioral objectives and flexible grouping in seventh-grade mathematics. 1: 207–17, Nov. 1970.
The effects of two semesters of secondary school calculus on students' first and second quarter calculus grades the University of Utah. 1: 57–60, Jan. 1970.
The first nine years—a study of the Advanced Placement Program in mathematics. 2: 23–35, Jan. 1971.
The relationship between a seventh-grade pupil's academic self-concept and achievement in mathematics. 1: 173–79, May 1970.
The relationship of grade placement to programming aptitude and FORTRAN programming achievement 2: 44–48, Jan. 1971.
Research on mathematics education (K–12) reported in 1970. 2: 257–98, Nov. 1971.
A technique for studying concept formation in mathematics. 2: 12–22, Jan. 1971.
Testing students' ability to do geometric proofs: A comparsion of three objective item types. 2: 213–17, May 1971.

SEQUENCING
Learning hierarchies—numerical considerations. 2: 244–56, Nov. 1971.
Linear measurement in the primary grades: A comparison of Piaget's description of the child's spontaneous conceptual development and the SMSG sequence of instruction. 1: 219–32, Nov. 1970.
On scrambling instructional stimuli. 1: 233–40, Nov. 1970.

TEACHERS
Comparison of teacher-written and empirically derived distractors to multiple-choice test questions. 2: 299–303, Nov. 1971.
The relevance of the study to teacher-education programs. 2: 124–29, Mar. 1971.
Teacher expectancy and mathematics achievement. 1: 88–94, Mar. 1970.

TESTS
Comparison of teacher-written and empirically derived distractors to multiple-choice tests questions. 2: 299–303, Nov. 1971.
The Comprehensive Mathematics Inventory: An experimental instrument for assessing the mathematical competencies of children entering school. 1: 180–86, May 1970.
Testing students' ability to do geometric proof: A comparison of three objective item types. 2: 213–17, May 1971.

TRANSFER OF TRAINING
The effect of activity-oriented instruction upon original learning, Transfer ,and Retention. 2: 207–12, May 1971.
The effects of studying decimal and nondecimal numeration systems on mathematical understanding, retention, and transfer. 1: 162–72, May 1970.

Call for Research Papers

[*Continued from p. 303*]

any one category will be determined after the selection procedure is completed. Approximately 20 papers will be selected for presentation.

Procedures for Submitting Proposals for Papers

Those wishing to present a paper must submit six copies of a proposal—typewritten, double spaced, and not to exceed 1000 words. The proposal should contain the following information in order:

A. The mailing address of the sender (in the upper right hand corner).
B. The appropriate category for the paper (in the upper left hand corner).
C. Name of the author(s) and institutional affiliation(s). It is assumed that the first listed author will make the presentation unless otherwise indicated.
D. Title of the paper.
E. A summary of the paper to be presented describing the purpose and significance of the research, the conceptual framework, the procedures, the analysis, the results, and the conclusions if appropriate.

With each proposal submitted, the sender should enclose two self-addressed postcards. One will be used to acknowledge receipt of the proposal and the other to notify the sender of the decision of the screening committee. Decisions upon each proposal will be made by February 12, 1972.

Where to Submit Proposals

The proposal should be submitted as soon as possible, but in all cases before December 31, 1971, to:

Jon L. Higgins
ERIC Information Analysis Center
for Science and Mathematics Education
1460 West Lane Avenue
Columbus, Ohio 43210

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